

DEPARTMENT OF MINES AND RESOURCES

Honourable J. A. Glen,
Minister.

INDIAN SCHOOL BULLETIN

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THE SCHOOL TEACHER'S CREED

I believe in boys and girls; the men and women of a great tomorrow, that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of the printed books; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the schoolroom, in the home, in the daily life, and in out of doors. I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. -

Edwin Osgood Grover.

Note

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Agents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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This Country of Mine

The Irish may sing of Killarney
And the valleys and dells of Kildare,
And tell, with a gay touch of blarney,
Of Erin so lovely and fair,
The Scotsman may sing of Loch Lomond,
And the bloom on the bonnie bluebell,
And be loud in his praise of the heathery braes
And of mountain, of woodland and dell.
The English may sing of Old England
And the beauties of England in Spring,
Of the bloom on the rose, and how lovely it grows
His voice will in ecstasy ring

But give me the land where the Rockies
Raise pinnacled peaks to the sky
So proud and aloof and majestic
Where echoes the wild eagle's cry.
Give me the land of the maple
The spruce and the ever-green pine
No country, in beauty, can ever
Compare with this country of mine.

- Allan Matthews.

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SUPERANNUATION FOR INDIAN DAY SCHOOL TEACHERS.

In the June 1947 issue of the Bulletin we described the proposals we were making with regard to superannuation for Indian day school teachers. We have now been notified that the Treasury Board has recommended the first group of our teachers, as submitted, for permanent appointment. Official letters have now been sent to these teachers advising them of their eligibility as contributors under the Civil Service Superannuation Act. They have also been advised as to the proper procedure for having their physical examinations, for electing to make contributions for past service, for provincial pensionable service, for war service and with regard to the rate of contribution.

Other teachers who are interested in making application for permanent appointment should read article 55 in the June issue of the Bulletin for further details. Some have recently made application and those who are eligible will be included in our next submission to Treasury Board.

The eligibility of certain of our day school teachers for superannuation comes as the result of long years of effort on the part of Departmental officials and is regarded as a big step forward in the establishment of a sound Indian educational system.

37 EXTRA-CURRICULAR ACTIVITIES - HOW TO ORGANIZE A STUDENT COUNCIL.

(This is the second and concluding article. The first appeared in the January issue of the Bulletin).

The Student Council in Action:

When the newly elected council meets to plan its work for the year, the sponsor should guide the council in formulating its program for its turn of office. He should, in a quiet and diplomatic manner, make it clear to members of the council that their authority and responsibility is limited and that all their acts must be approved by the sponsor and be subject also to the approval of the principal. They should be led to see that their authority is in the nature of delegated authority and is not self-constituted authority; that the one having authority to delegate also has the right and responsibility of approval; and that, therefore, all authority delegated to them by the principal must in turn be subject to the approval of the principal. If this fundamental principle of procedure is made clear, the activities of the council may readily be kept within the bounds of constituted authority. The sponsor, though having the power of a negative vote, should use such authority sparingly. He should guide the acts of the council in such manner as to avoid critical issues.

Some provision should be made whereby the suggestions of the various home groups may be carried to the council and whereby the conclusions of the council may be carried back to the home groups. Herein lies a weakness of many forms of student participation in school control. Many times teachers and pupils of rooms not represented feel that they have no representation in the council; and oftentimes the conclusions of the council do not reach certain home groups, a fact which causes them to feel they have been ignored by the council. Thus, discontent grows and cooperation fails. Some of the activities that may properly be carried on by the functioning council are as follows:

1. Direction of monitorial services
2. Caring for traffic needs
3. Order in assemblies, on the playgrounds, in the cafeteria, and elsewhere.

1. To call the meeting to order.
2. Looking after the safety needs of the school, e.g., playground apparatus, fire drills, lockers, and other similar services.
3. Caring for lost and found articles.
4. Performing certain social welfare activities, e.g., welcoming new pupils, distributing information in the school community, etc.
5. Assisting in caring for the school's finances.
6. Proposing rules and regulations for the good of the school.
7. Composing yells, pledges, songs, and slogans for the school.

Meetings of the Student Council:

A half-hearted, half-functioning, half-interested council probably does more harm than good. If meetings are held after school, often-times pupils who have other after-school obligations are denied the privilege of participating. The council deserves to be dignified by a place scheduled in the regular activities of the school. It should have its time of meeting during school hours, if at all possible. It should have a definite time, place, and frequency of meeting. The meeting should begin on time and end on time, and not be held too often, possibly weekly or bi-weekly. The sponsor should see that a definite program is planned for each meeting and that it is carried out at each meeting. Unless there is business worth while to transact the meeting should not be held.

Order of Business:

It is not expected that pupils of the elementary school understand parliamentary procedure, but these pupils can learn to conduct their meetings in a parliamentary manner, if properly guided. The sponsor should provide this information which may be arranged on a card or on a typed or mimeographed sheet in some manner as follows:

1. Meeting called to order by the president.
2. Minutes of the preceding meeting read by the secretary.
3. Minutes corrected and approved.
4. Reports of committees.
5. Reports and suggestions by members of the council.
6. Unfinished business.
7. New business.
8. Appointing of committees.
9. Adjournment.

Note: The sponsor may appoint a critic or may serve as a critic himself. In either case it is his responsibility to see that the meeting is conducted properly. They also provide information by which the secretary may be criticized impartially.

Duties of the President:

The duties of the president may be enumerated as follows: -

1. To call the meeting to order.
2. To speak in a clear, deliberate tone
3. To be impartial in conducting the meeting
4. To announce the business to be transacted
5. To put all questions
6. To announce the results of the vote.
7. To decide questions of order and to preserve order.
8. To see that the meeting is conducted according to the simple rules of parliamentary procedure.
9. To decide who is entitled to the floor.
10. To use the title "the chair" when referring to himself
11. To see that the minutes of the previous meeting are read, corrected if necessary, and approved.

Note:

By providing such information to each member of the council, the president or members of the group may be criticized impersonally by referring to the list of "Duties of the president" which has been provided for that purpose.

Duties of the Secretary:

The duties of the secretary are listed below:

1. To prepare and keep the minutes in a neat and approved form.
2. To read the minutes when called upon (clearly and distinctly)
3. To keep a record of all motions and other business transactions
4. To see that the motion in full is properly recorded.
5. To keep a record of committees appointed and reports made by committees
6. To be especially careful in recording minutes concerning money
7. To see that all bills are paid according to procedure authorized and approved by the central office.
8. To put motions that pertain to the president
9. To take charge of the meeting in the absence of the president and vice-president.
10. To preserve all records including the constitution and by-laws
11. To sign all records and acts requiring the signature of the secretary.

Note: Such instructions will enable the secretary more readily to perform his responsibilities. They also provide information by which the secretary may be criticized impersonally.

Supervision:

Responsibility for supervision of the council will rest with the principal and sponsor. The principal will likely supervise largely through the reports made him by the sponsor. The minutes furnish valuable information as to the activities of the council and should be the property of the school.

By an occasional visit, the principal may be able, with the assistance of the minutes, to determine rather accurately the success or failure of the council. The sponsor should feel personally responsible for the success of the council; the president and other members of the council should be encouraged by an occasional visit of the principal, and the principal should feel that he is responsible for the success of the sponsor and of the council. In other words, the governing body of the school should be a cooperative undertaking planned, supervised, and approved by the principal with the assistance of the sponsor and members of the council. The principal should see that the activities of the council are limited to services within their jurisdiction and that the council may not assume too much authority. With the sponsor he should plan the work program for the council and should keep in touch with the success and failure by occasional visits, by conferences frequently with the sponsor and occasionally with the president and other officers of the council. Such procedure will insure proper mutual respect of the council members (including the sponsor) for the principal and of the principal for the sponsor and the members of the council. Each will stimulate the other to a greater and more efficient service. The principal, through his bulletins, through his teacher meetings, and otherwise, should promote the idea of a pupil council among members of the faculty and gain their cooperation by reference to actual services rendered rather than by ethical enunciation. He should be cautious to see that the council does not attempt too much but should make sure to see that it has work to do.

Insignia:

The use of insignia by members of the council or other groups participating in the school control is a valuable means of identifying a particular office or officer. The insigne should be of such a nature as to be easily worn and readily seen. The principal, the council, and the homerooms cooperating should develop respect for school insignia. Pupils should know and understand that they should honor and respect constituted authority and that the school insigne is merely a sign of such authority; furthermore, that when they are yielding to instructions and requests of pupils wearing authorized insignia, they are not responding or submitting to the individual who wears the insigne, but that they are responding intelligently to the authority which they themselves have helped to constitute. Insignia, like other school honors, should be limited. Too many kinds and types of insignia tend to cheapen the values otherwise possible by use of such insignia.

Summary:

Intelligent participation is necessary to successful participation. There are many types, forms and procedures for student participation in school control. The constitution should be brief; the sponsor should be qualified for the services to be rendered and on time. Nomination speeches and installation programs will furnish excellent opportunities to stimulate school spirit. The election of officers and conduct of the council will provide an excellent opportunity for student participation.

Adherence to the above principles should assist our principals and staffs in initiating and operating a program of student participation in school control.

Day school teachers, of course, are required to improve or refresh their academic and provincial qualifications in order to advance at certain stages of their salary schedule. However, we would recommend to all teachers that they enrol in courses which are provided by the various Provincial Departments of Education during the summer holidays. The Ontario teachers will be

38 THE CARE OF BLACKBOARDS.

There are two general types of blackboards - Natural Slate and Manufactured. Regardless of the material or make, all blackboards require proper care to give good and efficient service over a period of years.

Clean blackboards, clean erasers, and clean chalk troughs are incentives to good schoolroom work. Blackboards and erasers used daily should be cleaned daily.

Blackboards improperly cared for gradually acquire a whitish coating, and become rough and scaly; writing shows up indistinctly.

WASHING IS DETRIMENTAL TO ANY BLACKBOARD WRITING SURFACE

Washing any kind of blackboard is the cause of most blackboard troubles. Many blackboards are injured by washing before they have been given an opportunity to fulfil the claims made for them.

Water applied to a chalk-covered blackboard leaves streaks which give the blackboard a very untidy appearance. Besides that fact, each water treatment given the writing surface is paving the way for future blackboard difficulties.

All blackboard chalk contains a binder. This binder, as the name implies, binds or holds the particles of whiting or chalk together. When water is applied to a blackboard, the surface of which is covered with chalk dust, the water combines with the binder and forms a gluey substance which adheres to the surface of the board. After repeated washings, the accumulations of this dried gluey substance, make the board rough and scaly. About the only remedy for a blackboard in such condition is a grinding and restaining or a re-surfacing process.

DRY-CLEANING OF BLACKBOARDS IS BEST

The dry-cleaning method is by far the best cleaning process for any blackboard. Use a clean blackboard eraser, supplemented by a soft cloth or chamois skin.

There are a number of so-called "blackboard cleaners" and "blackboard cloths" offered on the market. Those analyzed show as ingredients caustic soda, oils and other substances more or less harmful to any blackboard writing surface. Although the harmful ingredients are present in very small quantities per container, or cloth, repeated doses are sure to harm the board. Oil should never be applied to a blackboard. Oil fills the pores reducing the "bite" of the blackboard to a minimum. The result is a "slick" surface over which the chalk slips. The washing or oiling of blackboard surfaces ultimately produces a shine or glare.

Much of the eye strain that is prevalent among the school children of today is directly caused by improperly cared for blackboards.

39 SUMMER SCHOOLS FOR TEACHERS.

It may seem a little early to be discussing plans for your summer holidays but we would again like to draw the attention of day and residential school teachers, to the need for keeping abreast of current modern educational methods and trends.

Day school teachers of course, are required to improve or refresh their academic and provincial qualifications in order to advance at certain stages of their salary schedule. However, we would recommend to all teachers that they enrol in courses which are provided by the various Provincial Departments of Education during the summer holidays. The Ontario teachers will be

receiving a separate letter concerning the summer course for Auxiliary teachers, which is being conducted by the Department of Education for the Province of Ontario and in which we will be co-operating. If teachers from other provinces are interested in this course, they can write to the Education Division, Indian Affairs Branch for further information.

40 TUITION GRANTS FOR HIGHER EDUCATION

The Department is still receiving tuition grant application forms, even at this late stage of the academic year. We would again remind Indian Agents, Principals and Teachers to make a concerted effort to have these applications for higher education aid forwarded to the Department during the summer holiday period.

Now is the time to consider those students whose academic ability is such as to warrant the promotion of his or her advanced education by the Department. Then we will not be receiving applications for tuition aid in the latter part of the academic year.

41 OFFICIAL NAMES OF INDIAN DAY AND RESIDENTIAL SCHOOLS

The Education Division is at the present time operating 352 Indian day school classrooms and 225 residential school classrooms. We are handling at the present time about 1200 letters per month, plus vouchers, requisitions, etc. Therefore, it can be readily understood by all concerned that it is most important that agents, principals and teachers refer to schools only by their official names.

Otherwise, this confusion of names leads to long delays and, of course, the inevitable misplacement of certain correspondence and vouchers. Therefore, we would again entreat everyone to be most careful when writing letters to the Department to refer only to the official name of your school.

42 INDIAN DAY SCHOOL TEACHER'S ANNUAL REPORT.

Day school teachers will find enclosed a revised annual report form for completion and return to the Department by March 31, 1948. One copy is for retention at the school and the other for forwarding to the Department.

PART II: TEACHING METHODS

43 FROM ONE TEACHER TO ANOTHER!

(contributions from our teachers)

We were most pleased with the response from our teachers to the request for contributions to the Bulletin as made in the January issue.

The response was pleasing not only in quantity but also in quality. The suggestions printed below are but a few of the many that were received and we feel confident that these little articles will be a great help in our growing school system. The other contributions will be included in future issues of the Bulletin.

We would again, therefore, extend an invitation to all our teachers and principals to send in contributions to the Indian School Bulletin. Those who have already contributed, have been requested to make their choice of the school supplies offered for each article published.

DIARIES FOR YOUR PUPILS

(contributed by Mrs. T. M. McCracken, Intermediate Teacher,
St. Clair Indian Day School, Sarnia, Ontario)

I am having a great deal of success with my Intermediate Grades of 2, 3 and 4, in having them make a diary.

This enterprise can last as long as desired and is even more interesting the longer it is in progress.

The children are allowed to write only three days each week in their diary. They are to prepare a page in their work-books, which will tell the day and date, something about the weather, something interesting which may have happened on the way to school or during the day, as well as at least one current event. In any case, a half-page of fools-cap is to be written. Before being copied on the fools-cap, however, it must be corrected by me for good English, Composition and Sentence Structure. Each of these is discussed individually with the child. Pictures pertaining to the subject matter may be drawn and coloured on the back of the page.

When these pages are prepared, they are punched and placed inside "THE DIARY" booklet. The booklet cover is made of coloured construction paper on the cover of which is an attractive picture of the pupil's own choice and drawn and coloured by him.

This project is a particularly good one because it correlates a number of subjects. First of all, the Art in preparing the cover, as well as the pictures throughout the booklet. Next, the Science which can be introduced by the weather, the coming of new birds in the Spring and the seasons with each of their adaptations. Composition and Grammar are given a wide scope. First, we see an excellent opportunity for originality in the subject matter. I am always very careful to make absolutely no suggestions, as I know too well the tendency of the weak child to follow the leader. Each child is entirely on his own. However, I do check before having the child copy the work from his work-book. This, in itself, assures me of neat and careful work on the finished sheet. Here is a marvellous opportunity to teach pride to the child. I may mention here, the subject Writing and how it is improved by the copying. Spelling, of course, plays a very important part in this enterprise. The child is encouraged to use his knowledge of Phonics to spell any new words he may wish to use. I lend assistance only in correcting errors. He must first make an attempt.

The subject of Current Events is stressed since the children are directed to make one sentence in their day's work on a topic related to History, Sports or World Affairs. A good example at the time of writing this is the one used by two of the children to-day, "Barbara Ann Scott".

I recommend this exercise very highly to all teachers, as the time devoted to it will certainly produce excellent results. As most of this is done after the pupils have satisfactorily completed their routine work, the pupils consider it a privilege to be allowed to work on their diaries.

HOW I TEACH HOME ECONOMICS

(contributed by Sister Mary Eugenia, Sisters of Saint Ann, St. Catherine's Indian Day School, Duncan, B.C.)

Home Economics is a subject of primary importance since it stimulates in the boy or girl a desire for the development of higher standards of living in the school, the home, and the community.

When I stood before my class of fourteen girls, ranging in age from 12 to 15 years, I was appalled at the lack of knowledge of everything that stood for pride in their personal appearance. I had to give some very plain talks on how essential cleanliness is to good health. The skin, the eyes, and the hair spoke for or against them, and how well-fitting clothes improved the appearance of a girl. I gave a "pep" talk urging them to vie with one another as to which would have the smartest look - yet made them understand that it was not new clothes they needed, but plenty of soap and warm water for both skin and clothes. A good washing and brushing of the hair would be of more benefit than a permanent.

For months I had to repeat these injunctions before I noted any results. But after several years, all that is necessary now is a passing

remark to keep them in trim. The majority of the older pupils take pride in their personal appearance. I also try to interest them in their little brothers and sisters, telling them that the home is judged by all who come out of it - each member contributes to its good name.

The next item is a very important and difficult one to teach: FOOD. There is no use asking the children to bring the wherewithal for a cooking lesson from their homes -- they haven't got it! So far, all cooking lessons have been demonstration lessons, and I am happy to say that practically all of them have been tried in their homes. One day a rather amusing incident took place. I was giving a lesson on FOWL as I knew that many of the parents went duck-hunting. So I brought a chicken to school ready for stuffing. Then I asked a few questions. "Have you ever stuffed a chicken or seen one being stuffed?" There was a rather disgusted look on all their faces. So I said, "What do you do when your parents catch wild birds?" One bright girl answered, "We empty them." I said, "What do you do then?". She replied, "We wash it, cut it in four pieces, and put it in the pot to boil." So I realized I was teaching them something quite new. Would they take to it? We made the stuffing and stuffed the bird. When I was ready to sew it, I found that I had forgotten to bring the needle and thread. I turned to the girl nearest to me and told her where to get the needle and thread. She was unwilling to go and was on the point of refusing, when I told her I was waiting. She and the others thought I was making fun of her. None of them believed that I was going to sew the chicken up after stuffing it. (How the stuffing would stay in never occurred to them!) When the chicken was cooked, the girls sat around to enjoy the dinner, but it was only after I had taken some and eaten it, that they felt safe in tasting it. Afterwards they said they liked the white man's way of cooking some things. That proved to be one they liked, for since then I have had many requests for the recipe.

The preparation of LUNCH is another way of bringing out the necessity of eating well-prepared food. For a time many of the children brought dry bread and black tea to school. I showed them how to make sandwiches, and since cocoa was served at the school, there was no need to bring tea or coffee. I encouraged them to bring soup or milk, which could be heated if they wished.

At present, there are twenty girls in the senior class. Each day, three of them make the cocoa, serve it, and wash the cups afterwards, so they learn to do each of these chores.

SEWING is also taught, and results are very good. The girls bring socks and darn them. If any one has a mishap at school: tears her dress or loses some buttons, she comes to the sewing room and is shown how to fix the garment. Aprons are a specialty. They are made from flour sacks brought from the children's homes. They can tint them any color they like. They choose and stamp a design to be embroidered. Practically all the sewing is done by machine. We are now ready to make skirts. Each girl makes a skirt and blouse for herself. If time permits, they make a dress for a younger sister. Each girl does her own measuring, cutting and sewing. The finished garments are worn at our Fashion Parade on "Open-House Day", which is usually held after the Easter vacation. Many parents and friends come to visit the school and admire what the girls have achieved. The girls serve all the guests as an application of their lessons in the "Culinary Art".

I have taught Home Economics here since the opening of the School in 1940, and I certainly find that my first months of very hard work have borne fruit in the transformation that has come over the senior girls. Visitors to the school often remark, "They are far more neat and clean than many white girls who have every convenience in their homes." It must be remembered that on the Reserve not a single home has running water and practically no toilet appliances. They must carry water from the river to their homes - quite a distance for most of them - so they have a harder task to keep clean and neat. However, the most effective means to get results is appreciation of their efforts and a word of praise when they are well groomed. Each year we find

more and more striving for a pleasing appearance and developing their personality. So lessons in Home Economics are really benefiting our Indian children, and will very certainly bear abundant fruit in the coming generations.

HOW I TEACH MY PUPILS MUSIC

(contributed by Miss M. W. Johnson,
Cote Indian Day School, Kamsack, Saskatchewan)

In the November Bulletin Dr. Glenn Macomber was quoted as saying that the chief purpose of the school was the development of individuals capable of effective participation in our society with benefit to both individual and society. I hope and trust that in my music period each day, I shall be doing that very thing. Indian children are very musical and can be brought out in many ways by means of this love for, and interest in music. I have found these children shy and backward when asked to speak or read alone. But when asked to sing with their class, these same children give forth with great gusto, enjoying to the full the few minutes' break from other classes.

Our songs are usually simple but with very musical tunes and if we can put in a few actions, so much the better.

It has been said that no great singer ever developed Tuberculosis and so we are guarding our health as we unconsciously do deep breathing exercises, and practice breath control. Pupils also improve their speaking voices - enunciation, pronunciation and volume. They gain confidence in standing up before an audience and in making a real contribution to the enjoyment of others. These are but a few of the benefits derived.

When I taught that beautiful old favorite "Brother James Air", (Saskatchewan School Song Book) I sang it over first and let my class hum with me. Then they said the first verse "The Lord's my Shepherd, I'll not want". In a few minutes they could sing it alone. Then I could let different groups stand up at the front and sing it while the rest listened and learned. Listening is most important and the children soon can judge the group with the best tone and clearest words. This helps them to sing with greater care when they, in turn, come up to sing. Next, we ask for a volunteer choir who come up and lead the others. These pupils are praised for their posture, appearance, opening of mouths, etc., and the others imitate these good examples more readily than they do me. They learn to sing with the mind as well as the voice! They must use every faculty, if they are to sing with real feeling and beauty. One phrase must be softer - another louder! One line is the climax! One word must be expressive or retarded! And so on right to the very last note. And every pupil must give his fullest cooperation, if the song is to be a thing of beauty and a joy forever.

Today I started to teach a song for the musical festival. Even though we may never get to the big city, we can strive for that high standard required and reap the benefits gained thereby. Everybody will be thrilled with the joy of having accomplished such an artistic rendition, by the united effort of each individual. This is cooperation in the highest sense.

First the teacher must know her song perfectly and understand how the composer wanted it sung. Then, when she sings it for her class, they will imitate her and thus learn to sing it as it should be sung, right from the first. The children must listen intently in order to reproduce it in a similar manner. Next, they hum the tune to familiarize themselves with it. We then spend a few minutes learning the words of the first verse and then try to fit them in, singing very softly and listening to me. And so, in fifteen minutes we have completed our first lesson, and have a fair idea of the tune and first verse. We will write out the words during writing period, and repeat the words for choral reading lesson, thus correlating it with other lessons, if and when possible. Expression and beauty of tone will come gradually but surely. Every word must be clear and distinct.

That music festival is the goal of all our musical efforts. There are many "ifs" standing between that goal and my little class. "If" there is

transportation, "if we are good enough, "if we can get the money - these and many other hurdles to overcome. We would so like to travel to the city and see all those thrilling and interesting sights, and to enjoy the excitement of a competition with our white friends. If we accomplish this, my pupils will have done something for society and for themselves. Who knows but what it may lead to the production of a Marion Anderson or a Paul Robeson here at Cote!

HOW I MADE MY CLASSROOM ATTRACTIVE

(contributed by Miss G.H. Murphy, teacher of the Eel Ground Indian Day School, Newcastle, New Brunswick).

Window Pictures:

One of the cheapest and most beautiful ways of decorating the windows is this: Moisten a bar of Bon Ami with water and rub it gently on the lower pane of the window. After the Bon Ami is dry any pattern you wish may be drawn, such as an Indian village, an Eskimo house, sled and dogs, Easter rabbit, Christmas scene, spring flowers.

Paper Flowers:

Speaking of flowers reminds me of the many pots of tulips we made for our window-sills. The children excel in the manufacture of paper flowers, so it was a simple matter to fill some pots with sawdust, plant the tulips and cover the flower pots with tin-foil.

Art Display Form:

The glass doors in my classroom cupboard have become display frames for pupils' art work. Construction paper makes a suitable background, for cutting, crayon drawing, or water color illustration of seasonal subjects. The pupils derive satisfaction from their artistic efforts, and the room reflects the gaiety and color behind the familiar glass doors.

Blackboard Stencils and Designs:

Blackboards besides affording excellent visual instruction can add warmth and cheer when decorated. The centre blackboard in the front of the room has a stenciled motto done with white show card paint. The class flower, a lily painted in conventional design completes the picture.

What child doesn't love a circus with its funny-faced clowns! Paint some on the other boards around the room. Put in your clown's hand a square, rhombus, circle trapezoid, etc., and you have a visual aid for mensuration. You've a reminder too of a happy day spent in the big tent the last time the circus came to town.

There are two front boards planned to stimulate interest in the basic skills of reading and arithmetic among the younger pupils. A broad highway of white chalk is drawn across the blackboard. Motor cars and the school bus speed along the road bearing the reading class (children are cut-outs from a catalogue). On the lower part of the blackboard are several cradles ready to receive boys and girls who miss their reading. Nobody wants to leave the jolly crowd in the cars to be a baby in a cradle! Then there's the board with the fishing pond. Large yellow cardboard fish swim in blue chalk water. Each fish has a combination of numbers to be added or subtracted. A sign invites all to try their luck.

Magazine Rack:

My latest fabrication is what I call a homemade magazine rack and current events chart. Both of these were made out of two yards of blue denim and decorated with the class flower in show card paint. With the help of these new additions I hope to teach the children how to acquire useful information from varied sources.

Some day, I hope, we shall own a small radio and widen our source of information as we listen to the splendid school broadcasts. We shall then be better equipped to instil an appreciation of the finer things of life such as art, music, literature and good citizenship. These valuable factors in educational growth are frequently not well developed outside the school in this day and age.

TEACHING TECHNIQUES:

(Contributed by Mrs. Barbara Dean, Teacher at the Birtle Indian Residential School, Birtle, Manitoba. We regret we are unable to reproduce the many clever drawings with which Miss Dean illustrated this article).

DRILL DEVICES

(a) Primary Reading:

(1) Building a House:

I draw a house on the blackboard with the shingles and bricks consisting of words already studied in class. The pupil that names all the words correctly and quickly is allowed in the house and he is represented therein by a drawn stick figure.

(2) Climb the Ladder:

Another device similar to the above, consists of a word ladder placed against an apple tree. Pupils who say the words correctly and reach the top of the ladder are able to take their places on one of the branches.

(3) Hop Scotch:

I use a spiral form drawn on the floor with words printed in the spaces. The pupils hop or step as they can say the words. Those not able to reach the centre of the spiral step off and let the next one on. Those who miss words start from the beginning until they can successfully reach the centre. This may be varied by simply counting the errors and drilling with the weaker students later.

(4) Act a Word:

Another drill device for action words such as run, hop, walk, clap, bend, sing, and write, etc., is to show flash cards and have the pupils carry out the actions accordingly.

This device may be varied by the teacher doing the action and the pupils pointing out the correct name word from a list on the blackboard.

(5) "A Bag of Tricks"

The teacher has a bag in which is placed a number of tickets containing a word on each. The pupils each draw out a word and say it in a whisper to the teacher. Those not known by the pupils are put back in the bag. Those pupils having the most tickets are the winners of the game.

(b) Number Work Drill:

(1) A Number Song:

For my beginners I like to have them sing "One little, two little, three little Indians, etc.," raising the fingers consecutively as named and vice versa.

(2) Listen to the Taps:

I tap "two" lightly and "four" heavily. They say: Two and four make six. This can be used extensively for all the facts.

(3) Climb the Ladder:

This is a similar game to that used in primary reading. The pupils climb the ladder to the tree tops or house tops. The figures representing the pupils usually causes much delightful amusement and they try to climb the ladder quickly.

(4) Fording the River:

A number of stepping stones are drawn in a river on the floor. Each stepping stone has a number fact on it. The pupils cross the river and then return to the original bank by stepping on the stones. When an error is made they have fallen into the water and must "swim" to the bank and try again.

DRILL GAMES

(1) Toss the Block:

A bowl is placed on the floor with a number of cards ranging from 1 to 9 placed on either side of the bowl. Each pupil is given two blocks each. If the block goes into the bowl it counts 10, if it falls near any card it counts the number of points on the card. The scores are added and the winner is the pupil with the highest points.

(2) "Guess"

I have found this useful in teaching the word "guess". A child sits on a small chair at the front of the room with his back to the class. I silently point to another child and he comes forward and taps the back of the chair. I tell the child sitting on the chair to guess who tapped his chair. He says "I guess Harry". If it were Harry he says "Your guess is right".

This game may be used to teach the expression "It was I" and "It was not I". The child who is seated says "Was it you who knocked on my chair Gloria". The answer may be: "It was I or "It was not I".

44 POSTER CONTEST FOR INDIAN SCHOOLS IN BRITISH COLUMBIA

The British Columbia Tuberculosis Society is again sponsoring a contest for tuberculosis posters among the pupils of Indian schools in B. C..

Prizes will be awarded as follows:

- (a) The B.C. Tuberculosis Society silver cup won last year by Alberni Residential School will be awarded to the school submitting the best poster. Try harder, Day Schools!
- (b) Individual prizes, a small silver cup and five dollars in cash, will go to the pupil submitting the best poster (1) from Residential Schools, and (2) from Day Schools.
- (c) Additional cash prizes, as follows, will be available to each and every Residential or Day School submitting four or more entries -
1st prize \$3.00, 2nd prize \$2.00, 3rd prize \$1.00.

45 SUGGESTED ROUTINE FOR HAND WASHING IN RURAL SCHOOLS

We are indebted to Dr. P. A. Scott, MBE., MDCM., D.P.H., M.O.H., Prince Edward County Health Unit, Picton, Ontario, for this recommended method of teaching hand washing. This routine has been introduced in the country schools of Prince Edward County and Dr. Scott expresses himself as satisfied that the idea is being carried out with enthusiasm wherever it has been introduced.

At every school that Dr. Scott visits, he personally demonstrates the procedure and has a number or all of the children go through the act.

Teachers of day schools will note that the equipment is simple and the procedure is easy. In schools where water is at a premium, the idea appeals both to the teacher and to the children. Where nurses and doctors of the Indian Health Services visit your school, please discuss this suggested procedure with them and have it adopted where possible.

Equipment

- (1) 1 hand basin (white) for each 15 pupils or less.
- (2) 2 pails -- one for heating the water on stove; the other for waste water, or sink, or funnel with pipe.
- (3) 1 pitcher
- (4) 1 cake of soap for each basin
- (5) waste basket
- (6) stand for basins--orange crate covered with oilcloth (stand may be hinged one which drops flat against the wall).

ROUTINE:

Each day two pupils take charge. They are responsible for having a pail of water (or clean snow) placed on the stove in the morning. This also gives needed humidity to the room. At lunch time the monitors cover the stand or crate or rear desk top with newspaper, placing the basin and bar of soap in dish, on top of desk. (A rear desk is used only in schools where there is no wash bench available). The pupils line up in the aisle while the first monitor stands on the opposite side of desk with pitcher of water. The pupil picks up cake of soap while monitor rinses it off with water. The pupil then washes his hands and passes on to help himself to a paper towel. After drying his hands, the pupil drops the used paper towel into the waste basket. The basin containing the waste water is emptied into a pail or sink by the second monitor.

This method of hand washing takes very little time and very little water. Fifteen pupils can have their hands washed in five minutes.

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PUPIL CORRESPONDENCE

It has been suggested that teachers of day and residential schools might like to arrange to have their pupils correspond with students at other Indian day or residential schools in various parts of Canada.

Teachers may arrange this exchange by doing as follows:

- (1) Have your pupils write good letters, interesting in content and pleasing in appearance and style.
- (2) Address each letter "To my Pen Pal in ----" (giving province, territory, reserve or tribe in which pupil is interested).
- (3) Be sure pupil gives his or her post office address or c/o teacher of school).
- (4) Forward the letters in a large envelope or packet to:

Indian School Bulletin, Indian Affairs Branch,
Department of Mines and Resources, Ottawa.

We will then send the letters to a school where indicated, and thereafter the correspondence will be between the pupils themselves.

47 HOW EFFECTIVE IS YOUR TEACHING?

This is the second in a series of articles dealing with teaching techniques and problems.

TESTED CLASSROOM PRACTICES

We have received many requests from teachers, both new and old, for tested classroom devices and teaching aids. Therefore, we present a few ideas which you can try in your classroom:

1. Short Oral Quiz:

A device used by many rural teachers where there are many grades in their schools is to commence the class period by giving a short oral quiz of perhaps ten or fifteen questions on the previous lesson. Every two or three weeks the quiz might be longer to cover the lessons of that two or three weeks. Short, snappy quizzes to bring the class to quick attention, and to emphasize the main points of the last lesson, may prove a valuable procedure where the teaching load is heavy.

2. The Extra Activities Corner:

A great help for the busy rural teacher is the "Extra Activities Corner". Set aside a certain space on the Blackboard or Display Board for a list of extra activities for each grade.

The following list is an example:

Grade 2. Work on your seatwork book. Print your new poem in workbook. Read story in your new reader.

Grade 3. Finish your Geography Booklet. Copy story from language book. Draw or find a picture for your story.

Grade 4. Work on your Bird Book. Find a bird story to tell. Finish your Health Poster.

Grade 5. Work on your little dictionary. Finish your History Notes. Find pictures for Health Booklets.

(Supplementary Readers, magazines, pictures and any material suitable for this purpose could be in a place convenient to the classes where the pupils can make their selections quietly without disturbing the regular work of the classroom).

3. A Surprise Box:

In the surprise box are put short stories clipped from old readers, magazines, etc., riddles, number work exercises, hectographed patterns, silent reading exercises and any other seat work activities suitable for the class. Each of the above has written directions for the pupils' guidance. These will be more serviceable if mounted on cardboard. When a pupil has finished his regular assignment before the allotted time, he draws a card from the box and on a piece of paper writes as he is directed. He then signs his name and places his paper with the "Surprise" in the box on the teacher's desk. This the teacher marks at her convenience.

This device can be used occasionally in conducting class lessons in Silent Reading.

4. Display Board:

Many of our Indian day and residential school classrooms lack an adequate amount of display space. Pieces of beaverboard, old blackboard, ten test, etc., are being used today in many schools as a means of displaying the pupils' work. Drawings, maps, essays, pictures, projects and newspaper

clippings can be tacked on this display space, thus providing an incentive to better work, greater interest, and vital teaching. One teacher whose schoolroom was recently visited devoted a portion of the noon hour as a current events period. The teacher and pupils over their lunch, discussed informally events of the day. Those children who had access to the latest newspapers brought along clippings for the Display Board. These formed the basis of discussion through the lunch period.

5. Geography Games

Some teachers have found that in teaching Geography to Grade 5 and 6 pupils, flash cards are very beneficial as well as interesting. When the pupils are learning a new term or word such as gulf, strait, cape, isthmus, or peninsula, they make a flash card bearing the word. For review each week these flashcards are set face inwards along the chalk rail. A Captain is appointed and each pupil takes turn in reversing a card and telling all he knows about the term. The Captain covers the card as they are collected thus avoiding repetition.

Another geography game is for the teacher to write the numbers 1 to 10 above the chalk rail. The cards are shuffled and are placed face inwards under the numbers. Each child gets ready with pencil and paper and awaits the quick reversing of the cards. They immediately commence writing the meaning of the words on the cards. The one who finishes first is the winner, providing, of course, that he has the correct answers. It is surprising how much these games can "pep up" your Geography periods.

We hope that the above ideas plus those which you will find in the contributions of our teachers will provide help for those teachers who have written in, requesting that we publish tested classroom practices and aids. Most of the above suggestions will, of course, be especially helpful to beginning teachers and those in one-room day schools.

Establishment of Education Division of the Indian Affairs Branch.

You may have noted from the front page of the Bulletin that it is now issued by the Education Division rather than by the Welfare and Training Service of the Indian Affairs Branch.

This is due to the fact that the Welfare and Training Service has now been divided into two divisions, namely Welfare and Education. Major D. M. MacKay, formerly Indian Commissioner for British Columbia, has now arrived in Ottawa to assume his new duties as Superintendent of Welfare.

We feel that this new allotment of duties will enable the newly formed Education Division to devote itself entirely to the problems of our day and residential schools and to promote the further educational advancement of Indians across Canada.

New Superintendent of Indian School Administration, M.S.C.C.

It has now been officially announced that Archdeacon H.G. Cook has assumed the duties of Superintendent of the Indian School Administration of the Missionary Society of the Church of England in Canada.

Archdeacon Cook was formerly the Principal of the Moose Fort Residential School, situated at Moosonee, on James Bay. We extend to him, on behalf of the Education Division, every good wish for his success in this responsible position which he has now assumed.

Loss by Fire of Indian Schools

During the month of January we suffered two severe losses by fire in our school system. The Thunderchild Residential School at Delmas, Saskatchewan, was destroyed by fire on January 11, 1948. This school had a pupilage of 120 and, fortunately, no one at all was injured in the fire. It took place early Sunday evening as the younger children were preparing for bed. Thanks to

to the care and attention with which the Principal and staff had conducted their fire drills, the evacuation of the building was completed in two minutes.

Another severe setback was sustained on January 26, when we learned of the complete destruction by fire of the St. Clair Indian Day School at Sarnia, Ontario. This school had only been completed in June, 1947, and was one of our most modern and up to date buildings. There were three classrooms in operation and 80 children in attendance. Classes are being temporarily conducted in the council hall, which the Sarnia Council has made available for this purpose.

New Indian Commissioner for British Columbia.

The Department has recently announced the appointment of Mr. W. S. Arneil to the position of Indian Commissioner for British Columbia to replace Major MacKay, who is now Superintendent of Welfare at branch headquarters.

Mr. Arneil is widely known in Eastern Canada, where he was Inspector of Indian Agencies for the Province of Ontario. He is also well known to our principals and teachers in the Maritimes, where he conducted a survey some years ago. We extend our congratulations to him on this appointment and feel confident that principals and teachers of our British Columbia schools will be pleased to meet the new Commissioner when he visits them on inspection trips.

Educational Kit for Lessons on Cotton

A sample of this kit has been received here and we do not hesitate to recommend its use in our Indian schools. The kit consists of:

1. A booklet entitled "Everyone Uses Cotton" describing the manufacture of cotton cloth from raw state to finished product.
2. Samples of cloth in various states of processing, e.g., raw, cleaned and carded, card sliver, roving and finished yarn.
3. Samples of finished cloth, e.g., unbleached, bleached, dyed and printed.

These kits are available at the rate of one per teacher by dropping a postcard or letter to:

Dominion Textile Company, Limited,
710 Victoria Square, Montreal, P. Q.

(Be certain to mention the name of your school).

Resolutions:

The Nutrition Division of the Department of National Health and Welfare is providing a continuous dietary service for Indian residential schools. They are also preparing a little bulletin for our Indian school cooks. In January this bulletin was most interesting and we felt that all teachers would be particularly interested in it. The little article read as follows:

" Sometimes I stop in the middle of stirring a stew or mixing a cake because out of the corner of my eye I see food spilt on the floor. With a sigh I ask Mary, Jane or Teresa to wipe it up before someone slips and falls. My thoughts race on -- why do the girls never see the little things that have to be done? Why do they have to be told every step? Is it my fault? At this point my attention is attracted to Catherine adding too much salt to the stew, and maybe my thoughts never get back that day to why the children don't do the little things they should.

So tonight after a most tiring day, I have decided to sit down and think about the "Why's". I ask myself, is it because they are just children? Is it because they have not had a good background? Is it the school's methods of teaching children? Are there newer and better methods of teaching children

to take responsibility? Is it my faulty methods of teaching that make the day's work so heavy and the children so dependent on me in the kitchen?

After pondering for a while, I decide that maybe it's all of these reasons. No child is interested in working for any period of time, particularly if the work is not interesting. Maybe the school never expects the children to take responsibility. They enter the school at the age of seven and if our teaching methods are right, we should be able to send the children out at sixteen better fit to face life than when they entered. Are we doing this? I cannot answer that question but I do know that I must start 1948 with a new outlook on my work. Sometime each day, if it is only for five minutes, I must call the children in the kitchen together and tell them about the menu, how the floors should be scrubbed, etc. I must take each girl as she commences her new duties and explain them to her. That will not be enough, but with showing her how to do the work, having her do the work and impressing upon her her new responsibilities, she will take pride in it. I must not be discouraged and go back to my old ways of working because she does not follow each step the first, second or third time. I know she will learn to take responsibility and interest in her work just as the Assistant Cook and I do. I must remember that I am molding lives. "

THE STORY OF THE TEA PLANT

This little booklet is prepared and published by the Salada Tea Company of Canada, Limited. In simple language it tells the story of the tea-plant, where it is grown, its picking, its drying, its sorting, etc. It is clearly illustrated and provides easy reading. It can be obtained upon application to the Salada Tea Company of Canada, Limited, 407 St. Lawrence Blvd., Montreal, P.Q. Teachers should be certain to mention the name of their school in such applications.

THE RESIDENTIAL SCHOOL GRADUATE

We recommend to all our principals and teachers a magazine story dealing with the problems which face a residential school graduate when he returns to his home reservation. It is Hubert Evans' "Young Cedars Must Have Roots" in the March 1st issue of MacLeans Magazine.
